The Southwest Florida Chapter of Sunshine State Teachers of English to Speakers of Other Languages (SWFL TESOL) provides a forum to share best practices and resources promoting equity and equality in the instruction of English language learners.
Message from the Board

Welcome, friends of ESOL! We are happy you have joined us for the 2019 SWFL TESOL Inaugural Conference. We have a lineup of inspiring keynote speakers and breakout sessions, and we hope you will increase your knowledge, gain new skills, gather ideas, broaden your perspectives, and network with like-minded educators. The 2019 conference team has worked hard to plan and deliver a world-class event filled with opportunities for exciting and rewarding professional growth here on the beautiful FGCU campus. You will engage in gamification, share innovative approaches to teaching and assessment, practice high-yield strategies, and learn with and from colleagues across the state and beyond. Whether your focus is K-12, higher education, adult ESOL, technology, advocacy, dual language education, or teacher preparation, you will find something of interest here.

Please stop and visit the publishers exhibiting throughout the conference. You will find an array of materials to tap your creativity and enhance your course offerings and classroom practices. We would like to thank the following publishers for their generous support: Benchmark Education, BrainPOP, Curriculum Associates, Imagine Learning, and Teacher Created Materials. They offer high quality products that we endorse for both professional development and student applications to support the increased achievement of English learners.

We look forward to our first of many events to be offered by SWFL TESOL. Have a fantastic day! Thank you for taking the time to attend and to support our English learners!

2018-19 Board Members

Carla Huck, President
Luz Merced, Vice President
Dr. Carlos Negron, Treasurer
Evelyn Rivera, Secretary
Dr. Mark Simpson, Conference Chair and Webmaster
Dr. Regina Miller, Member at Large
Matthew Miller, Member at Large
Joy, relief, pride, surprise, curiosity, awe & wonder: gaming is much more than a way to boost positive emotions in the classroom. Games improve learning, increase attention, spark creativity, and more. Gaming also opens doors to the Adjacent Possible, that ever-present creative potential for change and innovation in the classroom. Come play and learn some Bricks and Clicks to help better engage students, create new learning opportunities, and redeploy the best of our teaching past with the ever-changing teaching technologies of our future.

James May is the Faculty Fellow for Innovation and Technology at Valencia College in Orlando, Florida. He is a nationally recognized, award-winning professor and digital innovator. His passion for digital innovation and his desire to share what he has learned are fueled by nearly 20 years of Computer Assisted Language Learning (CALL) experience.

In addition to presenting on CALL, James presents nationally on a wide variety of topics including, digital shift, millennial shift, transactive learning, student engagement, active learning and more.

In an era that emphasizes standardization and monolingual practices, we need to re-examine why it is so important to build on our students’ linguistic and cultural resources. We will explore practices that help us and our colleagues move beyond the stage of allowing students to use what they know to truly affirming their experiences and expertise, even when you do not share your students’ language background.

Ester de Jong is a Professor in ESOL/Bilingual Education and the Director of the School of Teaching and Learning at the University of Florida in Gainesville, Florida. She was born and raised in the Netherlands and came to the United States to pursue her doctoral studies. Prior to coming to the University of Florida, she worked with Spanish-English and Brazilian-Portuguese bilingual programs as the Assistant Director for Bilingual Education and ESL programs in Massachusetts.

At the University of Florida, she teaches courses on bilingual education, second language education, and language policy. Her research focuses on dual language education, language-in-education policy, and preparing general education teachers to work with bilingual learners. Her book, Foundations of Multilingualism in Education: From Policy to Practice, published by Caslon Publishing, considers a principled approach to school, program, and classroom decision-making for bilingual learners. Dr. de Jong is currently Past-President of TESOL International Association (2018-2019).
PROGRAM

8:00 a.m. - 9:00 a.m.
Continental Breakfast and Publishers Showcase

9:00 a.m. - 9:45 a.m.
Opening Remarks and Keynote - Edwards Hall
Raffle

Breakout Session #1
10:00 a.m. - 10:45 a.m. Merwin Hall

Room 102
Close Reading for ELs: Accelerating Access to Complex Texts

Students are expected to read closely and to comprehend deeply to meet the higher expectations of the standards. In this interactive session, participants will have an opportunity to become familiar with engaging activities that address close reading, critical thinking, collaborative conversations, and vocabulary-building. Participants will explore practices that address closer examination of texts through collaboration with the purpose of uncovering deeper meaning. Emphasis will be placed on developing students who will become confident, proficient readers.

Barbara Andrews, National Literacy Consultant
bandrews@benchmarkeducation.com

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Room 103
Increasing Oral Language Opportunities for English Learners

An active, cooperative class is a class where a great deal of learning – social, cultural, academic, and linguistic – is evident. Participants in this hands-on, interactive workshop will experience a variety of instructional activities that engage learners in use of academic discourse with frequent interaction among students for elaborated response about lesson content. The presenter will lead participants through several effective strategies frequently implemented as a SIOP coach and Adult Education teacher, while providing a toolkit of “tried and true” resources that can be used across all content areas.

Tara Tomlinson, Peer Collaborative Teacher, Dunbar High School
taramt@leeschools.net
Room 107
Good Game or Bad Game: You Be the Judge

The target audience for this session are educators at all levels (K-higher ed) who teach ELLs in face-to-face, hybrid, or online classes and want to learn more about how to gamefully design learning experiences in their classes. The purpose of this interactive practice-oriented session is to give participants practice in identifying the elements that are incorporated into a gameful learning experience for their diverse learners. Participants will leave the workshop with a handout on resources and practical tips for creating and evaluating gameful learning experiences using game-based mechanics and game thinking to engage learners, motivate them, and promote learning to solve problems.

Sheila Bolduc-Simpson, Instructor of Writing and Integrated Studies, FGCU sbolduc@fgcu.edu

Room 110
Teaching Idioms? A Piece of Cake!

In a pickle teaching idioms? With Idioms as the sample topic, we will demonstrate the wide range of tools and features found on BrainPOP ELL, bringing active engagement for students with animated movies, games, concept maps, and more. Take the bull by the horns and teach language and content with fun, creative tools and resources.

Robert Miller, Lead Learner, BrainPOP robertm@brainpop.com

Room 111
Imagine Learning

During this interactive professional learning session, attendees will become familiar with aspects of language development standards, instructional resources and best practices to promote academic achievement for English Learners (ELs). They will work on strategies for development of academic discourse that support equal access to the curriculum for ELs. Educators will examine current and future practices to ensure parents of ELs are included as critical educational stakeholders.

Stephen Fowler, Imagine Learning stephen.fowler@imaginelearning.com
Room 124
Planning Instruction and Assessment around Purposes for Academic Language Use

Looking at multilingual learners through an assets-based lens, this interactive session illustrates how purposes for academic language use apply to both instruction and assessment in K-12 settings. In examining routines and classroom activities across content areas, participants gain insight into how to organize lessons and units of learning to accelerate multilingual learners’ language development. WIDA resources, such as Can Do Descriptors, Key Uses, are incorporated into the presentation so that participants can apply the information to their own contexts.

Margo Gottlieb, WIDA co-founder & Lead Developer,
University of Wisconsin-Madison

Breakout Session #2 + Research Sessions
11:00 a.m. - 11:45 a.m. Merwin Hall

Room 102
Graduation and Early Warning: How Important are the ABCs for Newcomers?

We know the track to high school graduation may be confusing for students new to our country and educational system; please join us to learn more about increasing the ELL graduation rate! The presentation will include an introduction into Early Warning Indicators (Attendance, Behavior and Classroom Success) and their impact on student engagement. We will highlight the requirements to graduate on time from high school, and what to do when you notice your ELLs are falling behind.

Shellie Taylor, Coordinator Graduation
ShellieDT@leeschools.net

Tammy Scott, Coordinator Multi-Tiered System of Supports
TammyMS@leeschools.net
School District of Lee County
Immigrant families often struggle with the maintenance of their heritage language (HL) and culture. The consequences of HL loss are often negative, impacting children’s cultural identities, and their academic accomplishments. Individuals who maintain the HL tend to develop a well-balanced cultural identity and gain cognitive and linguistic benefits. In fact, bilingual children’s second language acquisition can be promoted by using the strong foundations of their HL. The goal of this presentation is to encourage classroom teachers to recognize and embrace the importance of HL maintenance and their role in the process. The presenters will offer evidence-based recommendations for educators for nurturing children’s HL and culture.

Dr. Tunde Szecsi, Professor of Early Childhood Education
tszecsi@fgcu.edu
Dr. Debra Giambo, Professor of ESOL and Literacy
dgiambo@fgcu.edu
FGCU College of Education

Teacher Candidate Perceptions of English Learners’ (ELs’) Self-Assessments of English Proficiency

Results of a study that examined teacher candidates’ (TCs) perceptions of the accuracy of elementary ELs self-assessments of English proficiency will be presented in this session. In this study, TCs administered and interpreted self-assessments and had the opportunity to take the role of assessor, in addition to planning and implementing activities targeting areas of need in English proficiency, as well as examining and interpreting student data and considering the potential for educator bias in the interpretation of assessments.

Debra Giambo, Professor
dgiambo@fgcu.edu
Daisy Gonzalez and Jenna DeVille
FGCU Graduates
FGCU College of Education
Room 103
A Quest for Success: Approaches to Conquering Secondary Literacy

Participants will join a quest for achieving success with conquering literacy for secondary language learning students. Sheltered Instruction Observation Protocol (SIOP) strategies will be modeled to scaffold reading and writing in a highly engaging manner using tools such as anticipation guides and graphic organizers. Participants will be provided with templates of all modeled strategies for easy classroom implementation.

Dr. Amanda Rose, Peer Collaborative Teacher
AmandaLR@LeeSchools.Net
School District of Lee County

Room 107
Vocabulary Instruction FTW (For the Win)!

In this interactive workshop, participants learn effective instruction strategies for vocabulary acquisition using the Sheltered Instruction Observation Protocol (SIOP). Attendees experience a variety of activities to introduce, practice, and review content based vocabulary. Video clips of master teachers demonstrate high impact approaches in classrooms of the SIOP Model School, Orange River Elementary. Some of the techniques attendees will practice include Total Physical Response, List Group Label, Concept Definition Map, Most Important Word, Sorts, Games, and more. Participants will be able to implement new, interactive strategies in their classrooms immediately to help all students, especially their English Learners, acquire academic vocabulary.

Stephanie Bumm, Instructional Coach
stephaniejb@leeschools.net
Cynthia Fisher, Peer Collaborative Teacher
cindymfi@leeschools.net
School District of Lee County

Room 124
Graduate Programs with the College of Education, FGCU

The College of Education at Florida Gulf Coast University has many graduate programs to enhance one’s career. Learn more about our offerings and the TESOL concentrations offered in our graduate programs.

Dr. Keiana Desmore, Assistant Dean
Dr. Robert Kenny, Department Chair, Graduate Programs
FGCU College of Education
Room 102
Differentiating for English Learners within the WIDA Standards

How do we create access to grade-level content while deepening understanding for ELs? Ways to provide differentiated content and language instruction for English Learners will be examined. In this interactive session, participants will analyze the principles of language development and plan for targeted instruction by proficiency levels using the Can Do Descriptors. The emphasis of this session is on how to focus instruction that intentionally addresses the needs of learners at all levels of proficiency.

Barbara Andrews, National Literacy Consultant
bandrews@benchmarkeducation.com

Room 110
Game On: Energizing Gen Z in the Classroom

Who is Generation Z? Why should I care? Bring your own device and be ready to see the world from a different perspective. This session is designed to help you better understand today's students and allow you some hands-on experience with new strategies for engaging them, strategies that incorporate fun theory, brain science, behavioral economics and more. Leave with Bricks, Clicks, APPS and APPTivities for your classroom, but remember, “It’s not the APP, it’s the APPLication.” Come and learn some APPLications to help you level up your ESOL instruction.

Dr. James May, Professor of ESOL, Valencia College
jmay@valenciacollege.edu

PROGRAM
11:45 a.m. – 12:45 p.m.
Box Lunch and Publishers Showcase

12:45 - 1:30 p.m.
Keynote: Edwards Hall
Raffle

Breakout Session #3 + Research Sessions
1:45 p.m. – 2:30 p.m. Merwin Hall

Room 102
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Room 107  
**Text Structures: Providing Scaffolds to our ELs - What Good Readers Do!**

Instruction in text structures supports reading comprehension. EL students need to learn the “shortcuts.” Texts are organized in different ways, and with instruction, EL students can learn how to recognize these organizational patterns. The goal of our session is to model how we can teach text structures to ELs so that they can develop skills in recognizing the signals that go together as a set. Familiarity with the patterns makes it much easier for the EL to follow the line of thinking in text as they read. Scaffolding with these instructional tools gives our EL students a greater opportunity for understanding the overall message and being able to summarize what they read.

Martha Voorhees  
VoorheM1@collierschools.com  
Martha Sosa  
sosama@collierschools.com

*EL Curriculum Facilitators, Collier County Public Schools*

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Room 103  
**Gamefully Designing Online Courses: One Small Step at a Time**

The presenter will share his recent experiences in gradually integrating gamefully-designed elements into his online College of Education ESOL courses (e.g., gamefully-designed tasks, badges, leaderboards, levels of mastery which use Experience Points (XPs), optional tasks, XPs rather than grades, Easter Eggs, and tasks that offer opportunities for students to fail and redo). These ventures into gameful design aim to deeply engage the presenter’s learners with the content of the courses, challenge them with the materials, allow them to take risks without fear of failing, attempt new learning opportunities, and empower them with learner autonomy.

Mark Simpson, Associate Professor,  
FGCU College of Education  
msimpson@fgcu.edu
The Authenticity of the Language in Video Games Compared to the Real World

For language learners who choose to play games in their L2, there seems to be much opportunity for gains in language acquisition due to the interactive nature and multitude of hours exposed to the target language. However, the degree of the authenticity of language found in games is not well known, that is, whether or not the vocabulary and language features used in the games is comparable to real-world conversations. This project aims to get a better understanding of the usefulness of games for L2 learning by comparing the vocabulary and language features of real-world conversation to that of games.

Daniel H. Dixon, PhD Student, Northern Arizona University
dhd23@nau.edu

Research Sessions
Room 111

1:30 p.m. - 1:50 p.m.

Game On: The Impact of Mobile Learning on Learner Autonomy: A Case Study

This presentation reflects an empirical study. The research study sought to examine the effect of Mobile Learning on Learner autonomy in a higher institution in the United Arab Emirates. A case study of 5 students was under the research of a mixed method approach composed of qualitative and quantitative data collection and analysis. The study suggested (I & ME Learner Autonomy Development Indicator) to measure the development of learner autonomy. The study also investigated teachers’ perspectives on the impact of mLearning on Learner autonomy. The results show that there is a positive impact of mLearning on Learner autonomy in general.

Dr. Hussam Alzieni, Higher Colleges of Technology, Dubai, United Arab Emirates
halzieni@hct.ac.ae

1:55 p.m. - 2:15 p.m.

The Authenticity of the Language in Video Games Compared to the Real World

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robertm@brainpop.com

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Tara Tomlinson, Peer Collaborative Teacher, Dunbar High School
taramt@leeschools.net

Breakout Session #4:
2:45 p.m. - 3:30 p.m.  Merwin Hall

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Margo Gottlieb, WIDA co-founder & Lead Developer,
University of Wisconsin-Madison
margo.gottlieb@wisc.edu
Room 103
More Than Just Language

Language and content learning for linguistically diverse students doesn’t end in ESL/ELA classes. Often content comprehension issues arise that are beyond language. Math algorithms do not transfer across languages and cultures. Historical perspectives and geographic orientation may differ greatly and cause problems for ELL. Well-known stories and well-known “tales” may be culture specific. These and additional culturally influenced or biased “common knowledge” issues may lead to confusion with ELL students and impede their mastery of English. Join your colleagues in this session to explore this interference and “learn things.”

Lynore M. Carnuccio, ESOL Resource Specialist, Manatee School District
nonnanuch7@gmail.com

Room 107
What’s New at Cambridge University Press?

Instructors at the college EAP level as well as those teaching adults in ESOL programs will love the content and the resources that Cambridge University Press offers to them for free -- online. These resources reinforce the content that the students are learning in the classroom and can be accessed easily online as the presenter will demonstrate.

James Goldstone, Senior ESL and World Language Specialist jgoldstone@cambridge.org

Room 110
Backchanneling & Retrieval Practice: Tips & Tricks Every Teacher Should Know

Backchanneling & retrieval practice are two tricks all teachers should have in their bag of tricks. Not sure what either of them are, or how they can best be used to engage second language learners? Well, let’s just say you are not sure of that YET? Come join this break-out session exploring the power of backchanneling and retrieval practice in the classroom. Leave with tips and tricks you can use with your students to enhance learning and communication.

Dr. James May, Professor of ESOL, Valencia College
jmay@valenciacollege.edu
Room 111
Imagine Learning

During this interactive professional learning session, attendees will become familiar with aspects of language development standards, instructional resources and best practices to promote academic achievement for English Learners (ELs). They will work on strategies for development of academic discourse that support equal access to the curriculum for ELs. Educators will examine current and future practices to ensure parents of ELs are included as critical educational stakeholders.

Stephen Fowler, Imagine Learning
stephen.fowler@imaginelearning.com

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Sheila Bolduc-Simpson,
Instructor of Writing and Integrated Studies, FGCU
sbolduc@fgcu.edu

Closing Remarks and Raffle:
3:30 – 4:00 p.m.
Merwin Hall - Lobby
Thank you for attending!

Your feedback is important to us. Please visit https://tinyurl.com/yyx7tokg for a brief survey and to print a Certificate of Attendance.

Check out the SWFL TESOL Chapter @ http://swfltesol.org